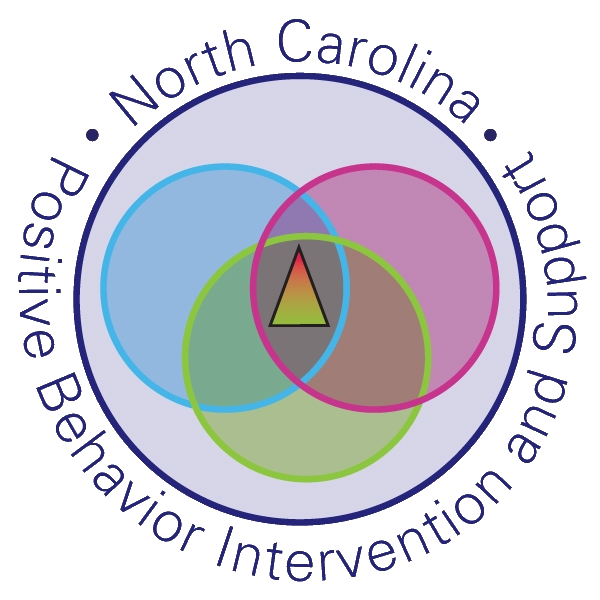
NC PBIS Module Three

Supplemental Resources



NC PBIS Module 3 Supplemental Resources

Revised June 2011

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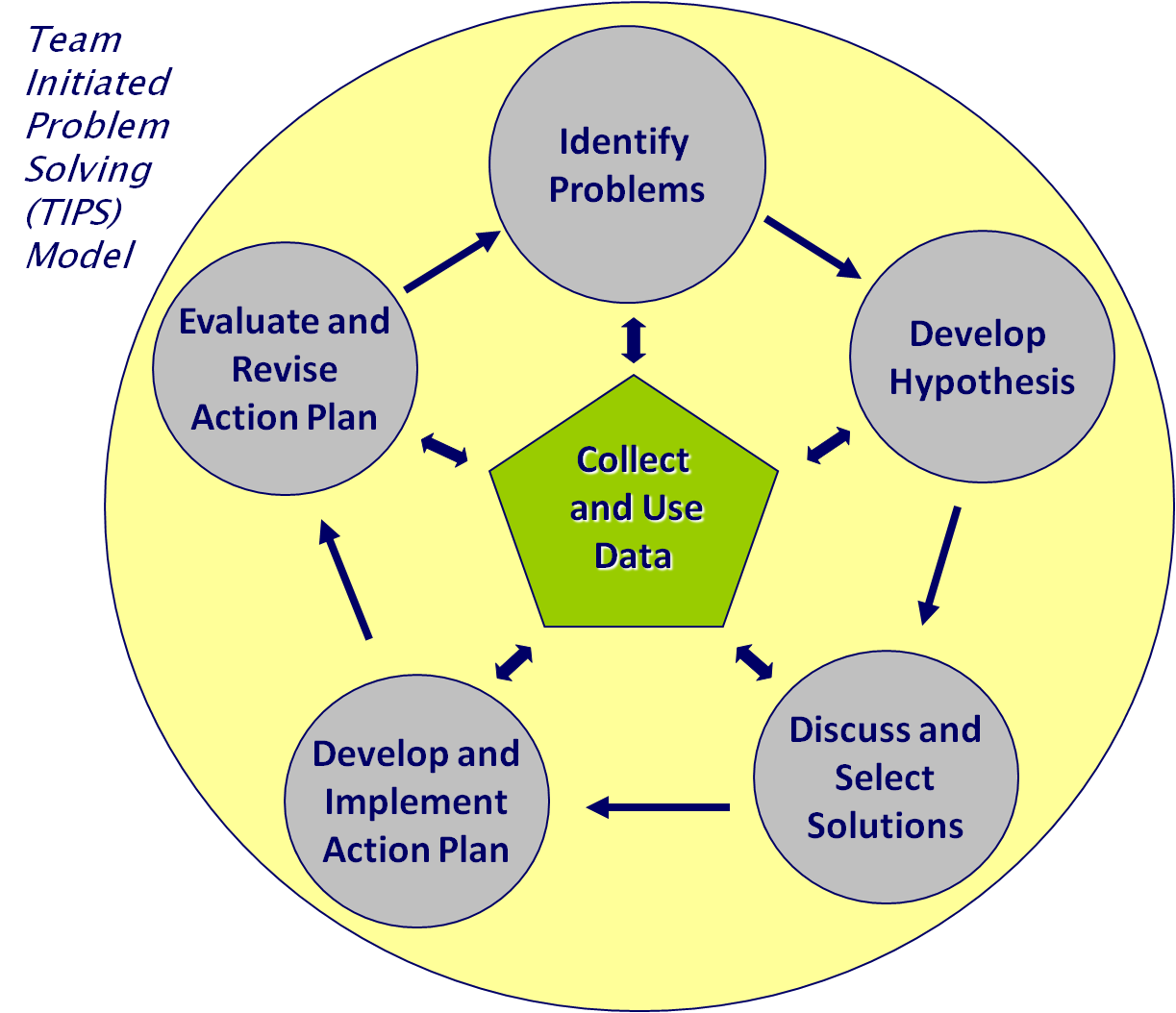
check for updates at [www.ncpublicschools.org/positivebehavior/](http://www.ncpublicschools.org/positivebehavior/)

## Positive Behavior Intervention & Support Review KEY

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
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|  |  |
| --- | --- |
| **Across:**  1. supports decision making (DATA) 4. tool to evaluate school wide PBIS implementation (abbrev.) (SET) 5. supports staff (SYSTEMS) 8. required team member (ADMINISTRATOR) 9. supports students (PRACTICES) 11. school wide implementation that impact approximately 80% (UNIVERSAL) 12. lost time (INSTRUCTIONAL) 13. database for managing disciplinary data (NCWISE) 16. secondary intervention for groups of students motivate by attention (abbrev. (CICO) 19. PBIS co-founder (HORNER) 20. 3-5 broadly stated behaviors (EXPECTATIONS) | **Down:**  2. Office discipline referral (abbrev.) (ODR) 3. intensive individualized support (TERTIARY) 6. frequency of required meetings (MONTHLY) 7. are important for effective classroom management (ROUTINES) 10. given to increase demonstrations of appropriate behaviors (REINFORCEMENT) 14. skills needed to be successful in relationship to others (SOCIAL) 15. shares new information and cheers for the team (INSCHOOLCOACH) 17. both PBIS and RtI are this type of model (PROBLEMSOLVING) 18. targeted support for groups of students (SECONDARY) |

## TIPS Model



# 

## TIPS Worksheet

Date: \_\_\_\_\_\_\_\_\_\_\_ School: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enrollment: \_\_\_\_\_\_\_\_ ODR Absolute Value: Majors only \_\_\_\_\_\_\_\_\_ Minors only: \_\_\_\_\_\_\_

Primary Problem Statement

Problem Statement elements

Who \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

What \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Where \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

When \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Why \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Precision Problem Statement

Solution options

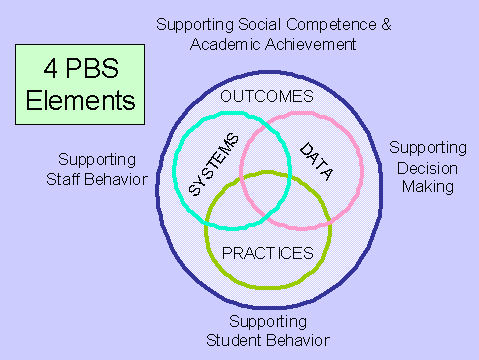
|  |  |
| --- | --- |
| Prevent: reduce probability of future or continued problem behavior |  |
| Teach: increase probability of positive behavior change |  |
| Acknowledge: Provide positive feedback when expected behavior occurs |  |
| Correct: Specific feedback to increase probability of improved behavior after error |  |
| Extinction: reduce reward for problem behavior |  |
| Safety: remove occurrence or possibility of injury or harm) |  |

Action Planning

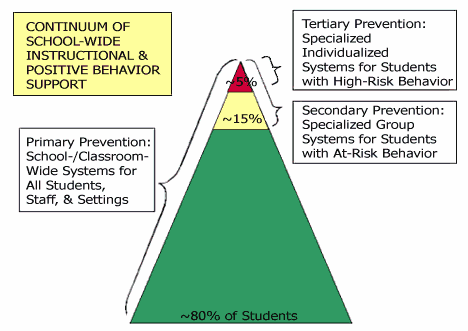
* For solutions to be implemented, who will do what by when?
* Evaluation Planning
* Goal Setting (what will it look like when you can say there is no longer a problem?)
* Data Collection (gather additional information)
* To measure outcomes
* To measure fidelity of implementation

# 

## Four key Elements of PBIS



## PBIS Continuum



## School Improvement



## Meeting Minutes & Action Plan



Direct Behavior Rating (DBR) Form**: 3 Standard Behaviors**

V1.4 DBR Standard Form was created by Sandra M. Chafouleas, T. Chris Riley-Tillman, Theodore J. Christ, and Dr. George Sugai.

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Downloadable from www.directbehaviorratings.org.

Date: Student:

M T W Th F Rater: Activity Description: Observation Time:

Start:\_\_\_\_\_\_\_\_\_\_ End: \_\_\_\_\_\_\_\_\_\_

􀀀Check if no observation today

Behavior Descriptions:

**Academically engaged** is actively or passively participating in the classroom activity. For

example: writing, raising hand, answering a question, talking about a lesson, listening to the

teacher, reading silently, or looking at instructional materials.

**Respectful** is defined as compliant and polite behavior in response to adult direction and/or

interactions with peers and adults. For example: follows teacher direction, pro-social

interaction with peers, positive response to adult request, verbal or physical disruption without a

negative tone/connotation.

**Disruptive** is student action that interrupts regular school or classroom activity. For example:

out of seat, fidgeting, playing with objects, acting aggressively, talking/yelling about things that

are unrelated to classroom instruction.

Directions: Place a mark along the line that best reflects the percentage of total time the student exhibited each target

behavior. Note that the percentages do not need to total 100% across behaviors since some behaviors may co-occur.

**Academically Engaged**

% of Total Time

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |

0 1 2 3 4 5 6 7 8 9 10

0% 50% 100%

Never Sometimes Always

-------------------------------------------------------------------------------------------------------------------------------------------

**Respectful** % of Total Time

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |

0 1 2 3 4 5 6 7 8 9 10

0% 50% 100%

Never Sometimes Always

-------------------------------------------------------------------------------------------------------------------------------------------

**Disruptive** \*% of Total Time

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |

0 1 2 3 4 5 6 7 8 9 10

0% 50% 100%

Never Sometimes Always

\* Remember that a lower score for “Disruptive” is more desirable.

## Context Checklist

**Social/Emotional**

* Response to demand/request
* Transition between tasks/ setting
* Interruption in routine
* Change in home/family dynamics
* Lack of social attention
* Negative social interaction w/peers
* Negative social interaction w/adults
* Social skills deficits
* Consequences imposed for negative behavior
* Other (specify): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Academic/Instructional**

* Specific subject: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* Grade level : on/above/below
* Activities: too easy/ too difficult
* Work completion: finishes quickly/ average / rarely finishes
* Directions: Too many/ too long
* Not enough time to process directions
* Student learning style: auditory/ visual/ tactile-kinesthetic
* Difficulty organizing materials and/or activities
* Other (specify): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Environmental**

* Particular kind of activity: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* Presence/interaction of specific peer
* Independent seat work
* Small/ large group instruction
* Unstructured activity
* Specific time of day/week: \_\_\_\_\_\_\_\_
* Specific teacher/staff/substitute
* Over stimulation in classroom (noise, visual, materials, movement, lighting)
* Specific setting other than classroom: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* Seating arrangements/ grouping
* Proximity to teacher/ others (personal space) describe: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* Crowded setting (cafeteria, assemblies, classroom, etc.)
* Frequent disruptions (bells, announcements, visitors, etc.)
* Other (specify): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Physiological**

* Eating routines/diet
* Difficulty right before/after lunch
* Excessive thirst
* Excessive requests for bathroom
* Enuresis/Encopresis
* Unusual injury
* Sleep patterns
* Medication (change/not taking) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* Medical conditions/diagnosis \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

## Data Collection: Frequency Count

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Name |  | | | | | Week of |  | |
| Target Behavior | | |  | | | | | |
|  | | Monday | | Tuesday | Wednesday | | Thursday | Friday |
| Arrival | |  | |  |  | |  |  |
| 1st Period | |  | |  |  | |  |  |
| 2nd Period | |  | |  |  | |  |  |
| Lunch | |  | |  |  | |  |  |
| 3rd Period | |  | |  |  | |  |  |
| 4th Period | |  | |  |  | |  |  |

## Data Collection: Duration Recording

Record the elapsed time, usually in minutes, from onset to conclusion of target behavior. Be sure to indicate date and activity in which student was engaged when the target behavior began to escalate.

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Name |  | | | | Week/Day | |  | | |
| Target Behavior | | |  | | | | | | |
| Date / Time | | Context Info: Location , Subject, People, Trigger | | Individual Work | | Small Group | | Whole Class | Transition |
|  | |  | |  | |  | |  |  |
|  | |  | |  | |  | |  |  |
|  | |  | |  | |  | |  |  |
|  | |  | |  | |  | |  |  |
|  | |  | |  | |  | |  |  |
|  | |  | |  | |  | |  |  |

## Classroom Management Checklist

\*adapted from Geoff Colvin's Classroom Strategies

Name of Teacher \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |  |
| --- | --- |
| Designing the Physical Space | In Place = 2 Partially = 1  Not = 0 |
| 1. A specific classroom area is identified for independent work. |  |
| 2. A specific classroom area is identified for group work. |  |
| 3. A specific classroom area is identified for free choice activity. |  |
| 4. A specific classroom area is identified for time out. |  |
| 5. A specific classroom area is identified which is easily accessible for teacher storage and student supplies. |  |
| 6. A specific classroom area is identified for a notice board. |  |
| 7. A specific classroom area is identified for a quiet time area. |  |
| 8. Seating plans have been designed for rows. |  |
| 9. Seating plans have been designed for clusters. |  |
| 10. Seating plans have been designed for semicircular. |  |
| 11. Seating plans have been designed for a combination of two or more. |  |
| 12. Seating plans have been designed so that all students can easily see presentations during whole group instruction and displays. |  |
| 13. Seating charts are changed periodically so that students are routinely placed next to different students. |  |
| 14. Students are involved in the seating chart arrangement when appropriate after the beginning of the year. |  |
| 15. Classroom is arranged to be consistent with your instructional goals and activities. |  |
| 16. High traffic areas are free of congestion. |  |
| 17. All students are easily seen by the teacher at all times. |  |
| TOTAL |  |
| Developing a Functional Schedule |  |
| 1. A master schedule is posted for each day of the week. |  |
| 2. The master schedule includes times for each activity. |  |
| 3. The master schedule is stable and predictable. |  |
| 4. The master schedule allows adequate time for classroom priorities. |  |
| 5. The master schedule allows for time for re-instruction. |  |
| 6. The master schedule provides sufficient structure to assist in behavior control. |  |
| 7. A specific schedule is developed for the first day of school. |  |
| 8. A specific schedule is developed for the first week of school. |  |
| 9. A specific schedule is developed for the first month of school. |  |
| TOTAL |  |

|  |  |
| --- | --- |
| Teaching Classroom Expectations |  |
| 1. There are 3-5 explicitly stated expectations. |  |
| 2. The expectations are functional. |  |
| 3. The expectations are stated in positive terms. |  |
| 4. Students are involved in the process of setting the classroom expectations. |  |
| 5. The expectations are observable and measurable. |  |
| 6. Classroom expectations are an extension of the school-wide expectations. |  |
| 7. Expectations are set the first day of school. |  |
| 8. Expectations are rehearsed and reviewed. |  |
| 9. Frequently broken expectations are practiced more often. |  |
| 10. There is a schedule for systematically teaching classroom expectations. |  |
| 11. Pre-corrections are given regarding expectations. |  |
| 12. Supervision within the classroom is adequate to monitor the compliance with expectations. |  |
| 13. Feedback is given to students regarding expectations. |  |
| TOTAL |  |
| Establishing Classroom Routines |  |
| 1. Needed routines have been established. |  |
| 2. Specific student behaviors are identified for each routine. |  |
| 3. Routines are systematically taught. |  |
| 4. Routines are maintained throughout the school year. |  |
| 5. Pre-corrections are given for routines throughout the day. |  |
| 6. There is a routine established for starting the day. |  |
| 7. There is a routine established for entering the classroom. |  |
| 8. There is a routine established for working independently. |  |
| 9. There is a routine established for securing assistance. |  |
| 10. There is a routine established for sharpening pencils. |  |
| 11. There is a routine established for moving around the classroom. |  |
| 12. There is a routine established for speaking in class. |  |
| TOTAL |  |
| Managing Consequences |  |
| 1. Positive consequences are identified. |  |
| 2. Positive consequences are delivered consistently and as immediately as possible. |  |
| 3. Positive consequences are delivered at a high rate. |  |
| 4. Positive consequences emphasize social reinforcers versus tangible reinforcers as much as possible. |  |
| 5. There are positive consequences that are delayed and longer-term reinforcers. |  |
| 6. Positive reinforcers are varied. |  |
| 7. There are opportunities for individual, group and whole class reinforcers. |  |
| 8. The positive consequences system has been carefully explained to the students. |  |
| 9. Positive consequences are the primary focus of the teacher. |  |
| 10. Negative consequences are identified. |  |
| 11. Negative consequence is consistently delivered following the occurrence of the problem behavior. |  |
| 12. Negative consequences are mild. |  |
| 13. Negative consequences are followed with positive consequences at earliest appropriate opportunity. |  |
| 14. Behaviors which warrant classroom follow-up versus an office referral are clearly identified. |  |
| 15. More serious consequences are delivered by administration. |  |
| 16. There is a system for issuing an office referral. |  |
| 17. There is a system for dealing with a crisis or emergency situation. |  |
| 18. A systematic correction procedure is established for problem behavior. |  |
| 13. There is a routine established for meeting personal needs. |  |
| 14. There is a routine established for using the drinking fountain. |  |
| 15. There is a routine established for using the restroom. |  |
| 16. There is a routine established for organizing assignments. |  |
| 17. There is a routine established for conducting tests and quizzes. |  |
| 18. There is a routine established for sending work home. |  |
| 19. There is a routine established for establishing classroom helpers. |  |
| 20. There is a routine established for using filler activities. |  |
| TOTAL |  |
| Pre-Correcting Problem Behavior |  |
| 1. The context (trigger) and the predictable problem behavior have been identified. |  |
| 2. The expected behavior has been specified. (replacement behavior) |  |
| 3. The context that the problem behavior most likely occurs in has been systematically modified. |  |
| 4. Behavioral rehearsals are conducted. |  |
| 5. Strong reinforcers for expected behavior is identified. |  |
| 6. Prompting for expected behavior. |  |
| 7. Pre-correction Checklists and plans are in place when needed. |  |
| TOTAL |  |
| Correcting Problem Behavior |  |
| 1. Supports in place for adult to remain calm. |  |
| 2. Ownership of the problem and solution are placed on the student. |  |
| 3. Attends first to students on task when appropriate. |  |
| 4. State the desired expectation. |  |
| 5. Provides a positive consequence at first appropriate chance. |  |
| 6. Consistently follows through on stated negative consequence. |  |
| 7. Clear understanding of the phases of escalation. |  |
| 8. Use of social contracts. |  |
| 9. Able to identify situations where you may have escalated the problem. |  |
| 10. Able to identify what caused the problem. |  |
| 11. Able to determine the function of student behavior. |  |
| 12. Able to determine the function of adult behavior. |  |
| 13. Understanding of how to make adaptations in the environment to reduce the likelihood of problem behavior. |  |
| TOTAL |  |
| Providing Quality Instruction |  |
| 1. System wide curriculum is adopted based on data or evidence versus instinct or "the latest". |  |
| 2. Curriculum is connected to state standards. |  |
| 3. Curriculum is coherent across grade levels. |  |
| 4. System wide curriculum provides the teacher with clear expectations of what to teach. |  |
| 5. Curriculum is taught to all students to mastery. |  |
| 6. Students are correctly placed in the curriculum. |  |
| 7. Opportunities for continuous measurement exist. |  |
| 8. All students are given the opportunities to frequently respond. |  |
| 9. All students are given the opportunity to respond correctly. |  |
| 10. All students are engaged in productive tasks. |  |
| 11. During the first seven minutes of a period/lesson there is an entry routine established. |  |
| 12. During the first seven minutes of a period/lesson the focus has been provided. |  |
| 13. During the first seven minutes of a period/lesson the current lesson is connected to previous taught skills. |  |
| 14. During the first seven minutes of a period/lesson the instructor displays a level of enthusiasm for the content. |  |
| 15. During the first seven minutes of a period/lesson the instructor engages the students in on task response (initial instructional task). |  |
| 16. During the first seven minutes of a period/lesson the directions are clear. |  |
| 17. During the first seven minutes of a period/lesson the instructor responds to student's who are following directions. |  |
| 18. During the first seven minutes of a period/lesson all students have the opportunity to respond. |  |
| 19. During the first seven minutes of a period/lesson differential feedback for cooperation is provided. |  |
| 20. During the first seven minutes of a period/lesson the instructor knows if all students responded correctly. |  |
| 21. During the first seven minutes of a period/lesson an exit routine is established for those students who complete the initial instructional task. |  |
| TOTAL |  |
| TOTAL PERCENTAGE (?/112) |  |

## Checklist for Individual Student Systems (CISS)

**Date of Completion: \_\_\_\_\_\_/\_\_\_\_\_\_/\_\_\_\_\_\_**

|  |  |
| --- | --- |
| **Part I: Foundations** | 2-Fully in place 1-partially in place 0-not yet started |
| 1. Score within the past 18 months on the SET (80%/80%), BOQ (70%), or TIC (80%) indicates that SWPBS is being implemented with fidelity | 2 1 0 |
| 1. A person within the school building is identified to coordinate function-based support planning and implementation. | 2 1 0 |
| 1. At least three people within the school are trained to conduct basic functional behavior assessment interviews and do simple, confirmatory direct observations based on the results of the functional behavior assessment interview. | 2 1 0 |
| 1. At least one person within the school, or regularly available to the school, is trained to conduct direct observation methods of functional behavior assessment and lead development of a behavior support plan. | 2 1 0 |
| **Establish & Maintain a Behavior Support Team** (note: behavior support teams are not focused on individual students but rather focus on all students receiving support in a school. | 2-Fully in place 1-partially in place 0-not yet started |
| 1. School has a process in place for requesting behavior support that results in faculty/staff receiving assistance within 10 school days following a request. | 2 1 0 |
| 1. School has a behavior support team that meets at least monthly to monitor fidelity of implementation and effects of interventions for all students on targeted and intensive interventions | 2 1 0 |
| 1. Administrator attends at least 80% of behavior support team meetings. | 2 1 0 |
| 1. Team membership includes individuals with the following roles: 2. Allocation of resources (e.g., administrator) 3. Expertise in conducting basic functional behavior assessment interviews and building a behavior support plan 4. Expertise in academic assessment and intervention 5. Coordinating targeted interventions | 2 1 0 |
| **Strategies for Meeting the Needs of Students** | 2-Fully in place 1-partially in place 0-not yet started |
| 1. Office discipline referral (ODR) patterns are examined at least monthly to identify individual students who might benefit from a targeted or intensive intervention | 2 1 0 |
| 1. The ODR form has preliminary information useful for identifying why the behavior might be occurring: (a) time, (b) location, (c) behavior (d) administrative decision, (e) possible reason (motivation), and (f) others involved | 2 1 0 |
| 1. Annual orientation for new faculty/staff in the school includes (a) when ODRs should be completed and how to complete them, (b) how to request assistance from the behavior support team, and (c) behavior support plan policies of the school. | 2 1 0 |
| 1. School has a process for screening the entire student body to identify students who might benefit from additional behavior support interventions and implements the screening at least twice per year | 2 1 0 |
| **Monitoring & Evaluation** | 2-Fully in place 1-partially in place 0-not yet started |
| 1. Quantifiable data are collected on student behavior (e.g., office discipline referrals, points-earned on point-card interventions, teacher ratings of behavior) and reviewed at least weekly for all students receiving a targeted or intensive intervention. | 2 1 0 |
| 1. Progress of students receiving targeted or intensive behavior support is monitored at least monthly by the school behavior support team. | 2 1 0 |
| 1. Teachers who have a student receiving a targeted or intensive intervention receive progress updates at least quarterly. | 2 1 0 |
| 1. The entire school faculty is informed at least quarterly about the number of students receiving targeted or intensive interventions and, of those numbers, how many are making adequate progress. | 2 1 0 |
| 1. There is a documented process for notifying and routinely updating family members when a student needs targeted or intensive behavior support. | 2 1 0 |
| **Part II: Targeted Interventions** | 2-Fully in place 1-partially in place 0-not yet started |
| 1. School has invested in at least one targeted intervention as follows: 2. Intervention is implemented in a similar manner for all students 3. All staff are familiar with intervention and resources needed to implement intervention are available 4. Intervention coordinator is identified and the coordinator has time built into the day to complete responsibilities. 5. Implementation of intervention requires no more than 10 minutes per day from any staff (other than coordinator) 6. Data-based decision rules are used to determine who begins the intervention 7. Intervention is implemented within 5-days of when need identified 8. Data are used to monitor progress | 2 1 0 |
| 1. There is a formal process for determining if a student begins a targeted intervention (e.g., review of a request for assistance form to determine if the intervention matches the reason why the behavior is occurring). | 2 1 0 |
| 1. For all group interventions in a school, data are used to determine what students will benefit, what outcomes are targeted for a student, and whether progress is being made. | 2 1 0 |
| **Part III: Intensive Individual Interventions** | 2-Fully in place 1-partially in place 0-not yet started |
| 1. The team conducts a functional behavioral assessment prior to development of an intervention plan. The assessment includes identification of:    1. The problem behavior(s)    2. Events that reliably predict when the problem behavior is most likely to occur    3. The consequences presumed to maintain the problem behavior in the context where they are most likely | 2 1 0 |
| 1. Individual behavior support plans are developed with the active involvement of:    * 1. Individuals who will implement the plan      2. At least one person with expertise in building behavior support plans from the results of a functional behavior assessment | 2 1 0 |
| 1. Individual behavior support plans include a summary of information from the functional behavioral assessment. | 2 1 0 |
| 1. Individual behavior support plans developed at the school typically include the following elements: 2. Summary of functional behavioral assessment findings. 3. Procedures for preventing problem behaviors (e.g. manipulation of antecedent events) 4. Strategies for teaching appropriate behaviors (especially behaviors that may replace problem behaviors) 5. Procedures for preventing problem behaviors from being rewarded (even inadvertently) 6. Procedures to increase rewards for desired behaviors 7. Procedures for protecting the safety of all individuals (where relevant) | 2 1 0 |
| 1. Individual behavior support plans include implementation steps (who will do what, when to get the plan in place). | 2 1 0 |
| 1. Individual behavior support plans include procedures for assessing effects of the intervention on problem behavior (at least weekly) and for evaluating fidelity of implementation at least monthly. | 2 1 0 |

Summarizing CISS Scores

**If a school so chooses, CISS scores can be summarized to assess implementation over time. Summarizing the CISS will result in an overall score and a summary score for each feature area; foundations, targeted interventions, and intensive interventions.**

1. **Calculate a percent implemented score for each feature area.** 
   1. **Use the summary score template below to record the total number of points for each feature area.**
   2. **Convert each feature area score to a percent implemented score by dividing the total points received by the total possible points for that feature area.**
2. **Calculate an overall score by dividing the total number of points scored across the three areas by X, the number of questions on the CISS.**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | Foundations | | Targeted | Intensive | |
| Feature Area Implementation Scores | /34 = % | | /6 = % | /12 = % | |
| CISS Total Score |  | /52 = % | | |  |

Graphing CISS Scores

1. **Create a graph with four bars, the first bar shows the overall % of features implemented, the next two bars show the % of features for foundations, targeted, and intensive interventions. See the sample graph below**
2. **Share the graphs with the school SWPBS team or behavior support team when they meet to review the status and Action Plan for the future**

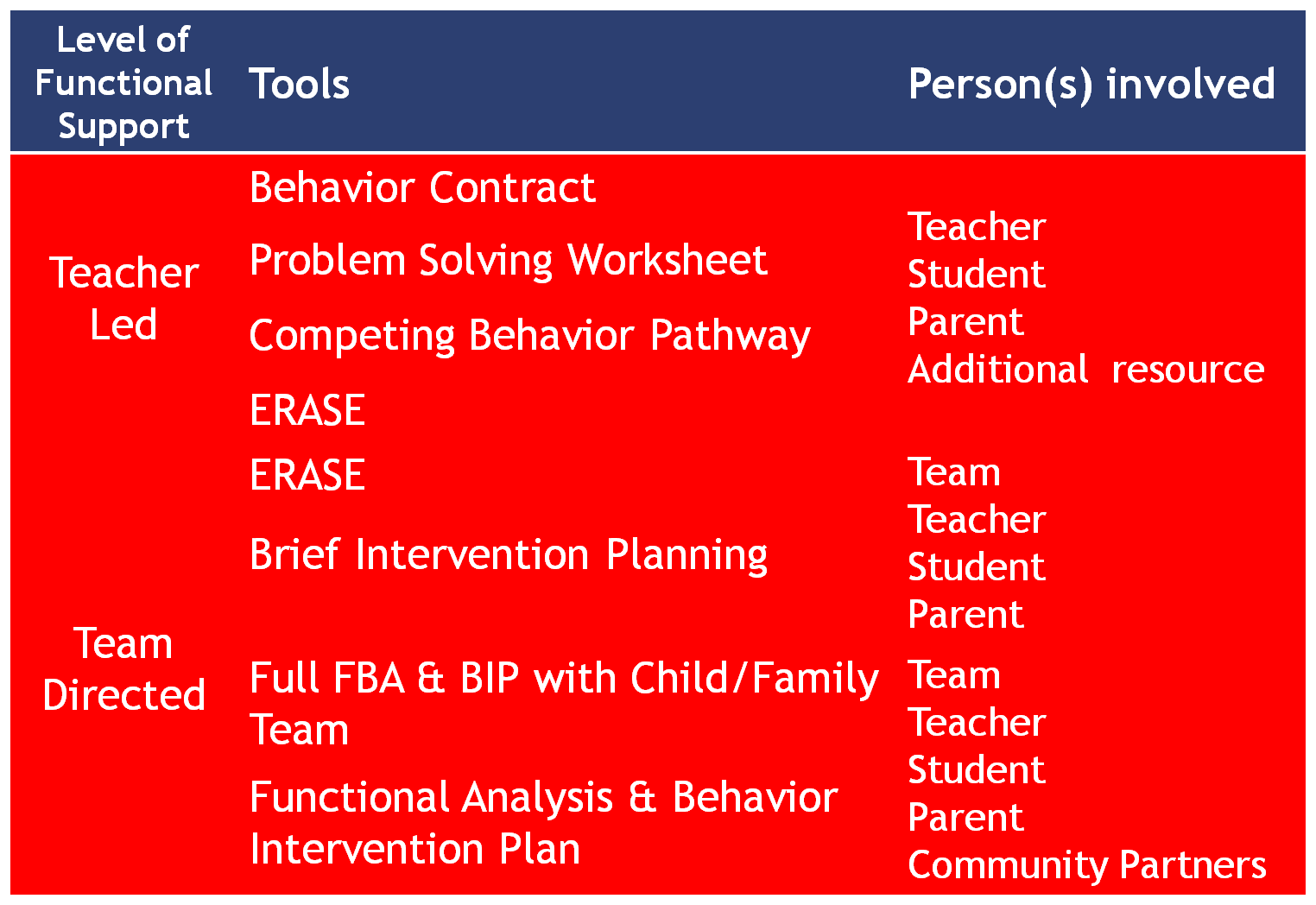


## Data Decision Rules



## Tertiary Referral Process Example

## Functional Assessment & Intervention



## Sample Behavior Contracts

**My Contract:**

**Name:**

**Date:**

**These are my goals:**

**1.**

**2.**

**3.**

**These are my consequences if I don’t meet my goals:**

**These are my rewards/reinforcers if I meet my goals:**

**My contract will be reviewed on\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Signatures:**

**Bus Contract**

**Point Rating**

Student Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Outstanding Ok Poor

Ride to school: (date/day):\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ 5 4 3 2 1

Ride Home (date/day): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ 5 4 3 2 1

Target Behaviors:

1.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

2. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

3. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

If I earn \_\_\_\_\_\_\_\_\_\_\_(#) points by (date/day)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

then I will earn \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

Comments:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Rated by: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Signatures: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Jenson, W.R., Rhode, G., & Reavis, H.K. (1994). *The Tough Kid Tool Box*. Longmont, CO: Sopris West. O’Neill, R. E., Horner, R. H., Albin, R. W., Sprague, J. R., Storey, K., & Newton, J. S. (1997). *Functional assessment and program development for problem behavior: A practical handbook.* Pacific Grove, CA: Brooks/Cole.

**Contract**

I, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, agree to do the following behaviors:

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

When:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

How well:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

If I am successful, I will receive \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, given by \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_,

on\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

Bonus clause:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Student Signature Date

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Teacher Signature Date

Jenson, W.R., Rhode, G., & Reavis, H.K. (1994). *The Tough Kid Tool Box*. Longmont, CO: Sopris West. O’Neill, R. E., Horner, R. H., Albin, R. W., Sprague, J. R., Storey, K., & Newton, J. S. (1997). *Functional assessment and program development for problem behavior: A practical handbook.* Pacific Grove, CA: Brooks/Cole.

## TIPS Problem-Solving Worksheet

Date: \_\_\_\_\_\_\_\_\_\_\_ School: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enrollment: \_\_\_\_\_\_\_\_\_\_ ODR Absolute Value: Majors only \_\_\_\_\_\_\_\_\_\_\_\_ Minors only: \_\_\_\_\_\_\_\_\_\_\_

1. Primary Problem Statement

Problem Statement elements

Who \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

What \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Where \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

When \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Why \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Precision Problem Statement
2. Solution options

|  |  |
| --- | --- |
| Prevent  reduce probability of future or continued problem behavior |  |
| Teach  increase probability of positive behavior change |  |
| Acknowledge  Provide positive feedback when expected behavior occurs |  |
| Correct  Specific feedback to increase probability of improved behavior after error |  |
| Extinction  reduce reward for problem behavior |  |
| Safety  remove occurrence or possibility of injury or harm) |  |

1. Action Planning
   1. For solutions to be implemented, who will do what by when?
2. Evaluation Planning
   * 1. Goal Setting (what will it look like when you can say there is no longer a problem?)
     2. Data Collection (gather additional information)
        1. To measure outcomes
        2. To measure fidelity of implementation

## Hypothesis Statement

**When student is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ and**

***where/setting***

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (happens), he/ she typically**

**c*ontext/antecedent***

**responds by \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ to gain**

***behavior***

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.**

***function***

## Functional Assessment & Intervention Process

### COMPETING BEHAVIOR PATHWAY

Consequence

Desired Behavior

Setting Event

Antecedent

Problem Behavior

Consequence

Function

Alternative Behavior

|  |  |  |  |
| --- | --- | --- | --- |
| **Setting Event Strategies** | **Antecedent Strategies** | **Behavior TeachingStrategies** | **Consequence Strategies** |
|  |  |  |  |

**Plan review date:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** We agree to the conditions of this plan:

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Student (date) Parent or guardian (date)

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Teacher (date) Teacher (date)

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Action Team member (date) Action Team member (date)

## ERASE Model



## ERASE Form

**ERASE Process Record**

Student name: Meeting Date:

|  |  |
| --- | --- |
|  |  |

Referring Person: Date of Referral:

|  |  |
| --- | --- |
|  |  |

Team members present:

|  |  |
| --- | --- |
|  |  |
|  |  |
|  |  |

***EXPLAIN***

Reason for referral

|  |
| --- |
|  |

***REASON***

Summarize important information obtained by team members

*What do we know about the student that might help us better understand the problems he or she*

*is having?*

|  |
| --- |
|  |

General Antecedents = under what conditions is this behavior **MOST** likely to occur?

*Ex: when a peer bumps or when asked to work quietly*

General Antecedents = under what conditions is this behavior **LEAST** likely to occur?

*Ex: when engaged in favorite activity*

|  |
| --- |
|  |

Function of Behavior

*Does the problem behavior allow the student to access and/or avoid attention, tasks, items, or*

*sensory stimulation? (Ex: When in math class, Bart engages in disruptive behavior to gain*

*teacher attention)*

|  |
| --- |
|  |

Hypothesis Statement

*Based on the information above, what is your best guess about why the behavior occurs?*

General Antecedents Problem Behaviors General Consequences

|  |
| --- |
|  |

**INTERVENTION**

***APPROPRIATE***

Replacement Behavior

*What should the student be doing instead? (what do others do for same function?)*

|  |
| --- |
|  |

***SUPPORT***

Predicting and Preventing Failure

*What are some circumstances or conditions that might tend to predict failure of a support plan*

*and what can be done to prevent or remove those conditions?*

|  |
| --- |
|  |

Predictable Failure & Temporary Solution

*What would make this intervention fail? How can we prevent this failure?*

|  |
| --- |
|  |

Facilitating Success

*What are some strategies that will make the replacement behavior more likely? (Ex: manipulate*

*instructional or organizational routines and schedules, change physical location of objects or*

*persons, use prompts/cues/pre-corrects, prompts, changing routines, etc.)*

|  |
| --- |
|  |

Positive Consequences for Problem Behavior

*How can natural positive consequences be made available to the student when desired*

*behavior occurs? What enhancements can be made to increase the power of natural positive consequences?*

Natural Positive Consequence, Artificial Positive Consequences, Negative Consequences for Replacement Behavior

What can be done when the student displays the problem behavior *so that the desired*

*function cannot be realized?*

|  |
| --- |
|  |

***EVALUATE***

Measure

*How will behavior change be measured? (Ex: when the student is asked to complete a task a tally*

*will be made as a measure of whether task completion.)*

|  |
| --- |
|  |

Behavioral Objective

*What are the conditions under which behavior will be measured and the criteria for success? (Ex:*

*when in the classroom, Bart will raise his hand and wait quietly for teacher attention during 80%*

*of opportunities.)*

|  |
| --- |
|  |

Condition Behavior Criteria

*When should the behavior occur? What do you want the student*

*to do?*

*How much is enough? (Use*

*the measure from above)*

|  |
| --- |
|  |

Set a date and time for follow-up meeting to discuss intervention outcomes:

**Date and time : \_\_\_\_\_\_\_\_\_\_\_\_**

Was the intervention successful – did behavior meet criterion levels? **YES NO**

If Yes, move on to new skill or increase criterion levels – specify below

If No, team must make decisions regarding how to proceed

*Ex: further assessment, adapt existing intervention, change intervention, lower criteria, hands*

*off with further monitoring*

Decision

|  |
| --- |
|  |

Adapted from Scott, Liaupsin, & Nelson, 2002

## Problem-Solving Process Practice Case Study Summary & Data

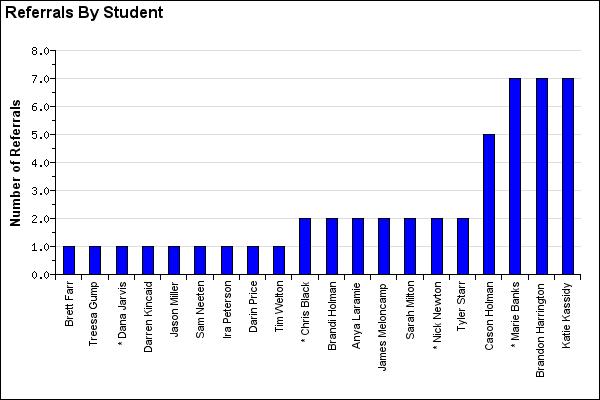
Case Study: Elvin

For use with the Erase Process Record

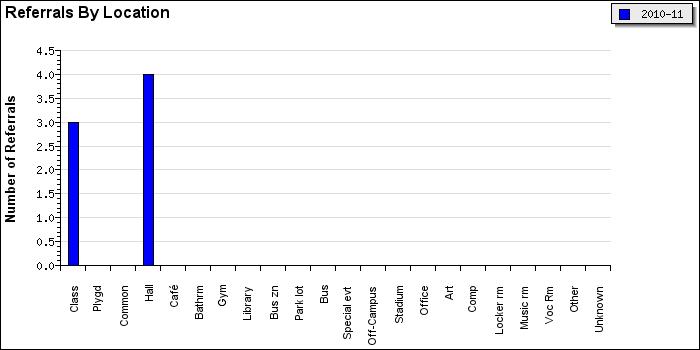
* + Elvin is not completing in-class assignments because of off-task behaviors.
  + Behaviors include reading books and magazines, drawing and doodling, daydreaming, and talking to friends and neighbors.
  + His off-task behaviors are not only limiting his ability to complete work but also distract other students.
* If an assignment is given that interests Elvin he readily completes what is asked of him.
* Elvin’s desk has been moved to front of room, shortened assignments (Elvin became more disruptive. Although he appeared to work on the assignment he rushed through and made little attempt to accurately answer questions or complete tasks)
* Behaviors occur most often during independent work times and rarely during large group or whole class activities.
* If the assignment includes spending time on the computer or a topic that particularly interests  
  Elvin he completes task appropriately.
* Off-task behaviors (reading books and magazines, drawing and doodling, daydreaming, and talking to friends and neighbors)allow Elvin to escape completing work he is not interested in during independent time.
* When Elvin is not interested in an assignment he will choose to use one of the options below to assist him in getting started on work:
  + 5 minutes computer time to research topic
  + 5 minutes to draw or use the computer to create a concept map or illustration for the assignment
* Elvin will be given 3 “computer coins” at the beginning of every day.
* Teacher will explain to Elvin that when he is given an independent assignment that he doesn’t want to complete he may use 1 of his coins to go to the computer to research topic or draw or use computer to create concept map or illustration for assignment.
* When Elvin begins to engage in an off-task behavior teacher will go to his desk and point to his computer coins.
* When Elvin goes to computer he will be taught to set a timer for 5 minutes.
* Positive feedback will be given when Elvin complies with teacher prompt as well as when he begins to use new skill on his own.
* For every computer coin Elvin uses on his own he will earn the opportunity to choose a reward from his reinforcement choice board (includes 5 minutes of free time to read, use computer or draw while waiting on everyone to complete assignment).
* If Elvin completes all assignments for the day he will also be allowed to participate in end-of-day 15 minutes of free time.
* For every computer coin that Elvin chooses not to use and, instead engages in off-task behavior, he will spend 5 minutes (up to 15 minutes/day) at the end of the day completing his assignments. Other students in the class have 15 minutes of free time at the end of the day to play educational board games or computer games.
* If Elvin still does not complete assignments he will be expected to complete them at home. Elvin’s teacher will email his mother to notify her Elvin will need to finish his work at home.
* Elvin will choose to use a computer coin rather than refuse to complete an in-class. He will do this without teacher prompt by end of 2nd quarter.
* Plan will be re-evaluated/revised at end of 2nd quarter.
* Evaluate and adjust choice opportunities based on the data showing his preferences and success rate.

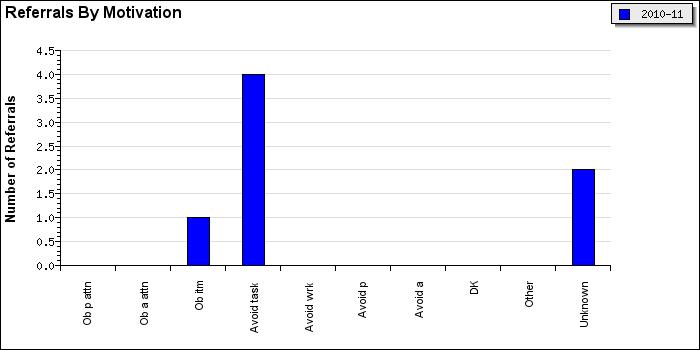
Problem Solving Practice: Use your own data or some practice data is provided below.

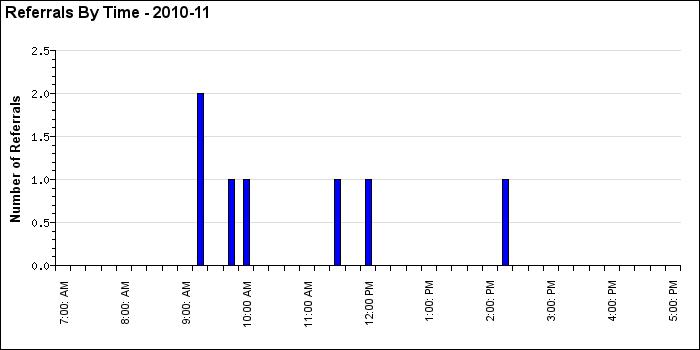
Whole School Data- Number of Referrals per student

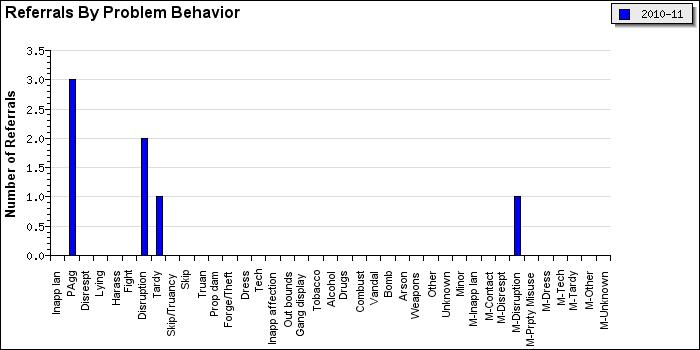


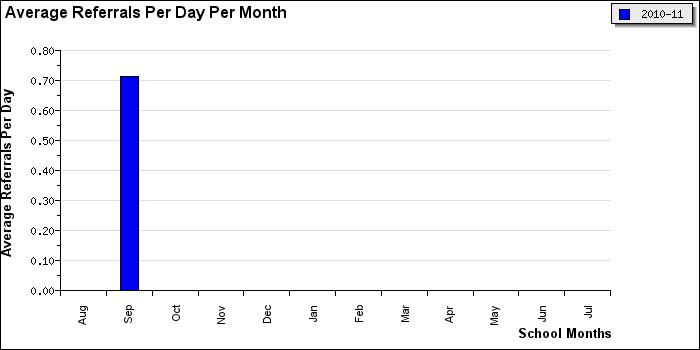
Individual Student Data for Katie











## PBIS Long Term Action Plan



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